

2nd grade: 4, 45 minute sessions

Getting To Know You!

(Materials taken from photocopied workbook titled "Getting to Know You!".

Workbook found in Project Hope files. Workbook does not appear to be copyrighted, nor is there any authorship information found on the workbook. Workbook not used in its entirety and slightly modified by Project Hope for RPE purposes.)

Session 1: Self-Esteem

Session 2: My Feelings

Session 3: Personal Power

Session 5: Making Choices

Objectives:

1. Students will learn what self-esteem is and why it is important.
2. Students will understand that experiencing a wide-range of emotions is natural.
3. Children will learn that affirmations are one way to increase their self-esteem and their personal power.
4. They will be introduced to the concept and value of assertiveness.
5. Students will also learn that every choice has a consequence and they will come to understand the significance of making good choices.

Rationale:

These sessions seek to promote a cluster of protective factors which research shows may insulate young men and women from committing violent acts later in life.

Included in the list of protective factors introduced and reinforced in these lessons are: a sense of purpose and belief in a positive future, the ability to act independently and feel a sense of control over one's environment, the ability to be adaptable and flexible, the ability to solve problems, plan for the future, and be resourceful in seeking out sources of support.

Session One: Self-Esteem

Supplies:

- "All About Me" - activity guide
- "Me Map" - activity guide and worksheets
- Art/decorating supplies

Implement:

Self-Esteem, Please: (15 minutes)

- Ask students if they've heard of "self-esteem" before. If they have, ask them to describe it. Use a basic "What, why, who, when & where, and how" approach to explain the concept to them.
 - "What is self-esteem?": feeling good about yourself
 - "Why should someone have self-esteem?": because if you feel good about yourself, it's hard for other people (like bullies) to hurt your feelings; because you're happier when you feel good about yourself; because you'll probably have more friends, do better in school, etc...
 - "Who should have self-esteem?": everyone
 - "When and where should we have self-esteem?": everywhere, all the time!
 - "So then how do we get self-esteem?": we get to know ourselves better; we try to only do things that make us feel like we're a good person...in other words, we make decisions and choose actions that we can be proud of...meaning, we don't do things that we wouldn't want other people to see; we can also learn from our mistakes so that we feel better about those things we've done that we aren't so proud of, etc...
- Explain to students that they are going to do a few activities to help them hopefully increase their self-esteem.

All About Me: (15 minutes)

- Tell students that the first activity they are going to do is a quiet one because in order to get to know themselves better, the only person they need to be talking to is themselves - no one else.
- Tell them that you are going to ask them a list of questions and that you want them to think silently to themselves about their answer to each question. Tell them that you want them to give you a thumbs-up

sign when they have their answer in their head so that you know when it's time to move on to the next question.

- One-by-one, go through all of the questions on the "All About Me" activity guide, moving on to the next question only after you have seen all students give you the thumbs up sign
- Ask students if they learned anything new about themselves. Allow a few volunteers to share those things with the class. Try to point out that several people might have a different answer to the same question and that that's because everyone is unique and everyone is special in their own way. Tell students that part of having good self-esteem is appreciating how we are different from each other.
- Tell students that the next activity they are going to do will hopefully help them all appreciate their own uniqueness...

Me Map: (15 minutes)

- Give each student a "Me Map" and have them decorate it with their favorite colors, toys, books, etc. Tell them that somewhere in there though, they need to write the 5 items listed on the "Me Map" activity guide (things they are good at, one possession they'd never give up, etc).
- If possible, ask the teacher to hang up all of the Me Maps in a section of the room so that students can reflect on their differences. If more time is given for the presentation, have students introduce "themselves" from their Me Maps.

ALL ABOUT ME!!

My favorite things to do—hobbies and activities:

My favorite color:

My least favorite color:

What I like about myself:

What I would change about myself:

What I'm good at:

What makes me feel happy:

What makes me feel sad:

My best friend is:

Why?

What scares me:

**If I could be any animal I would be a :
Because:**

My favorite food:

**My favorite season:
Why?**

What makes me feel angry:

What I do when I feel angry:

How I show someone I care about them:

Something else I want you to know about me:

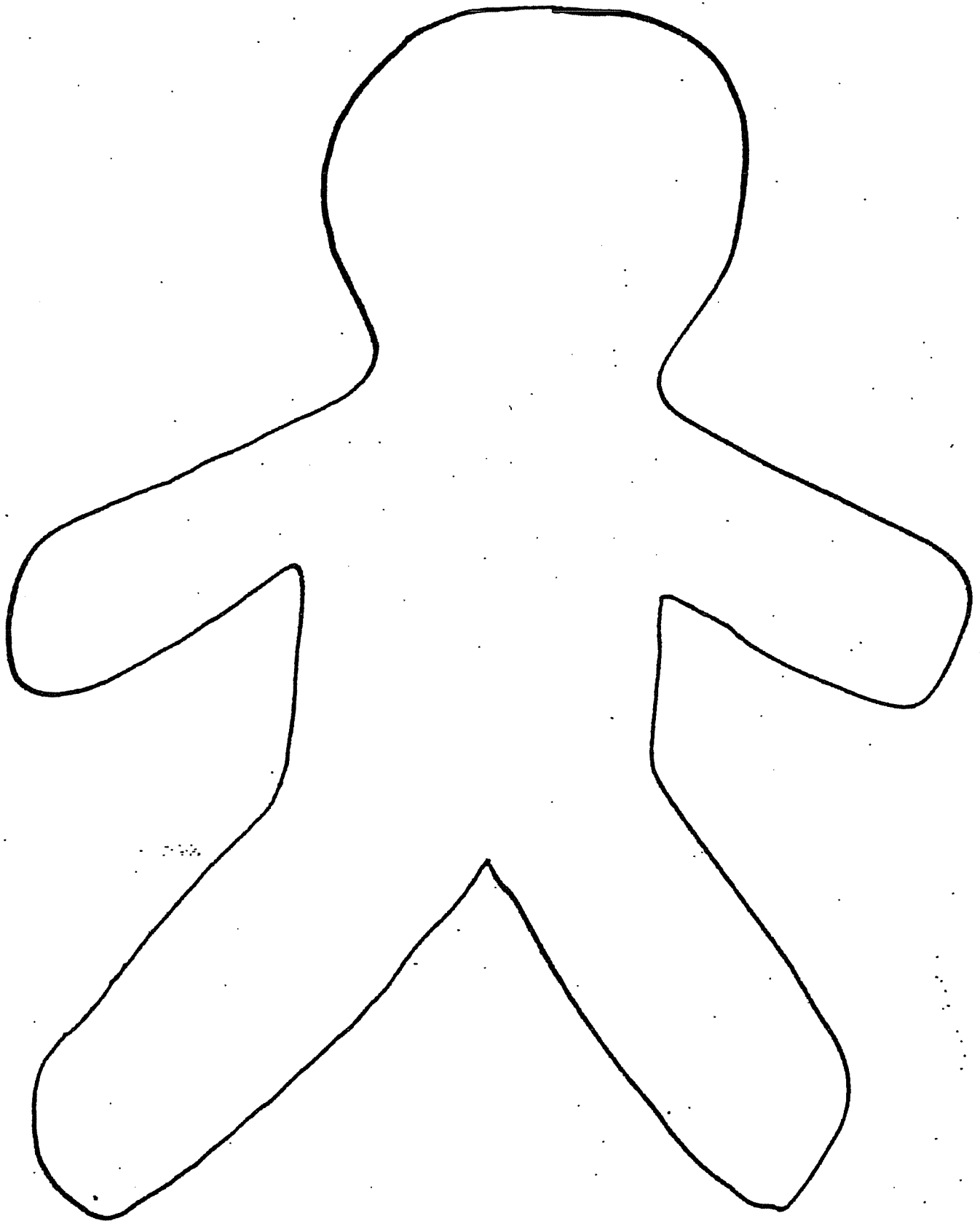
Me Map

Color your Me Map with colors and designs that are meaningful and comforting to you.

After you are finished coloring, write the following information around the edge:

- Things you are good at
- Greatest accomplishment to date
- One possession you'd never give up
- Things you've always wanted to try
- Things you want to become

Keep this in a safe, special place and refer to it whenever you feel sad or bad about yourself. You are a great person! Never forget that!



Session Two: My Feelings

Supplies:

- "Feeling Words" - activity guide
- "Feelings" - laminated flash cards for group game
- 5 small prizes for winning group - candy, pencils, etc.

Implement:

Feelings: (15 minutes)

- Explain to students that today they are going to be talking about feelings. Again, use a simple "What, Why, Who, When and Where, and How" approach:
 - What are feelings?: Emotions; reactions; they describe how something is making us feel; etc...
 - Why do we have feelings? Because they are a natural part of life; because they help us choices; because they help us get along with others, etc...
 - Who has feelings? Everyone!
 - When and where do we have feelings: All the time, everywhere!
 - How do we express our feelings: with words, actions, body language, sometimes silently, sometimes by ourselves, etc...
- Tell students that all people express many different feelings all day and that sometimes people even feel many different feelings at the same time! Tell them that feelings are a natural part of life and that they come from deep inside of us.

Feeling Words: (10 minutes)

- Tell students that you are going to do a quick activity to make sure they understand what a feeling is and what a feeling isn't. Tell them that you are going to read them a list of words. After every word, you want them to give you a "thumbs-up" if the word is a feeling and a "thumbs-down" if the word is not a feeling.
- One-by-one, read the words from the "Feeling Words" activity guide. After every word that is a feeling, have students show you what a person looks like when they are happy, scared, worried, etc.
- Tell students that they've done a great job in identifying feelings! Tell them that now they are going to get into groups and play a game that will not only help them learn more about the feelings they have, but will also help them learn more about the people in their class.

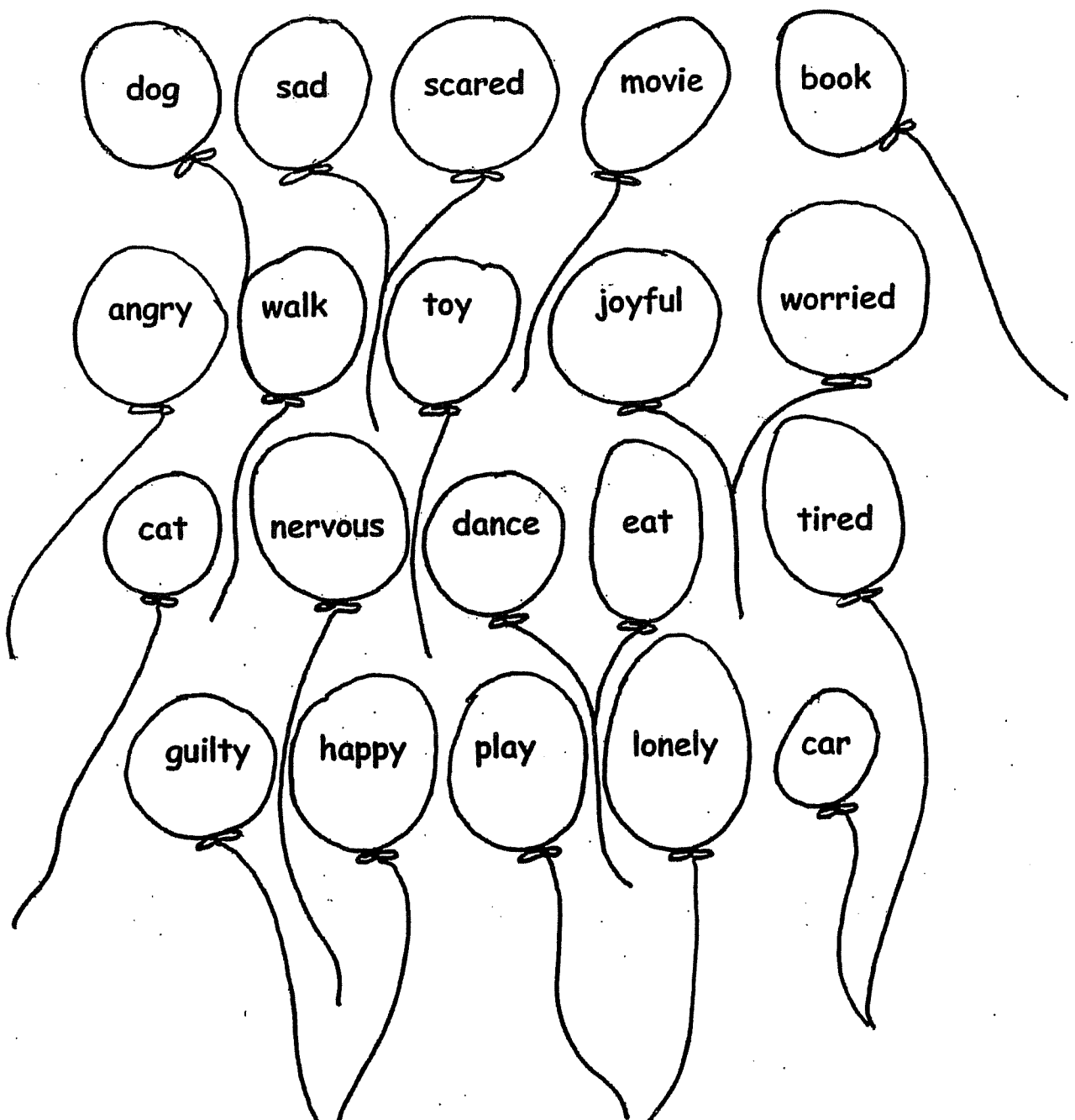
Feeling Flash: (25 minutes)

- Break students up into groups of 4 or 5. Tell students that each group is going to get a card with a feeling on it and that their job is to pass the card around their group as quickly as they can with each person saying one thing that makes them feel the feeling that is on the card (like hot potato: you hold the card, you tell something that makes you feel that way, then you pass the card). Tell them that the object of the game is to be the quickest group to share their feelings and that once their group has all shared their one thing, the last person to share raises the card in the air and says their feeling word out loud (like bingo!)
- Tell students that just like in bingo though, you're going to be checking on every group that yells "bingo" by asking a random person to tell you one thing that someone else in their group says (for example: group 1 yells "SAD!" and you go over to group 1 and ask Jodie to tell you what makes Jimmy sad. If Jodie can tell you, that group gets a point, if Jodie can't tell you, then the round starts all over again).
- Tell students that after each round of play, each group will get a new feeling card, etc. The group with the most points wins a prize (candy, pencil, etc.)

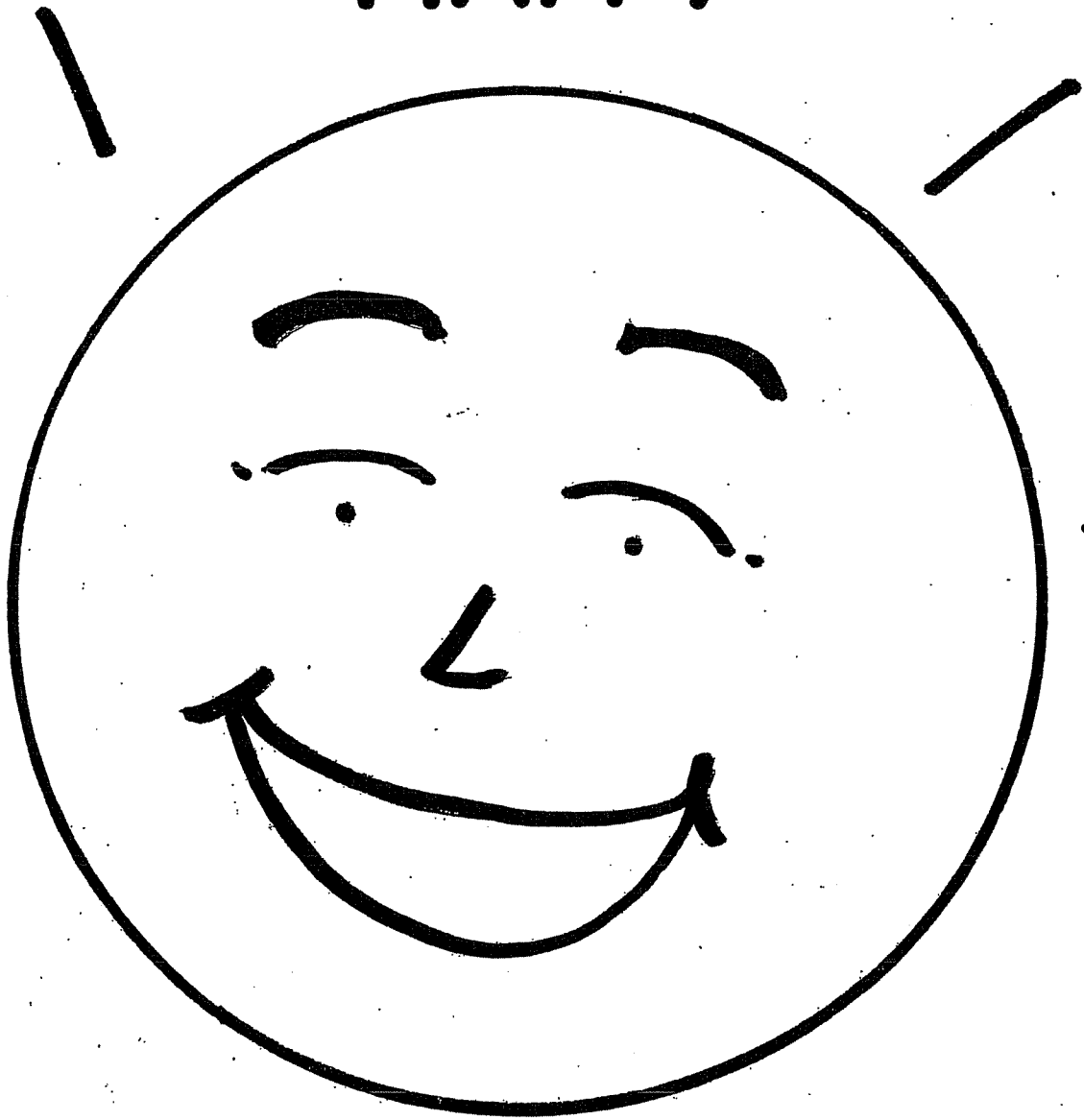
FEELING WORDS

We experience many feelings every day. Sometimes we feel happy, sometimes scared or sad. Sometimes we feel more than one feeling at a time. Feelings come from inside of us.

There are many balloons with words printed inside of them below. Color only the balloons that contain feeling words.

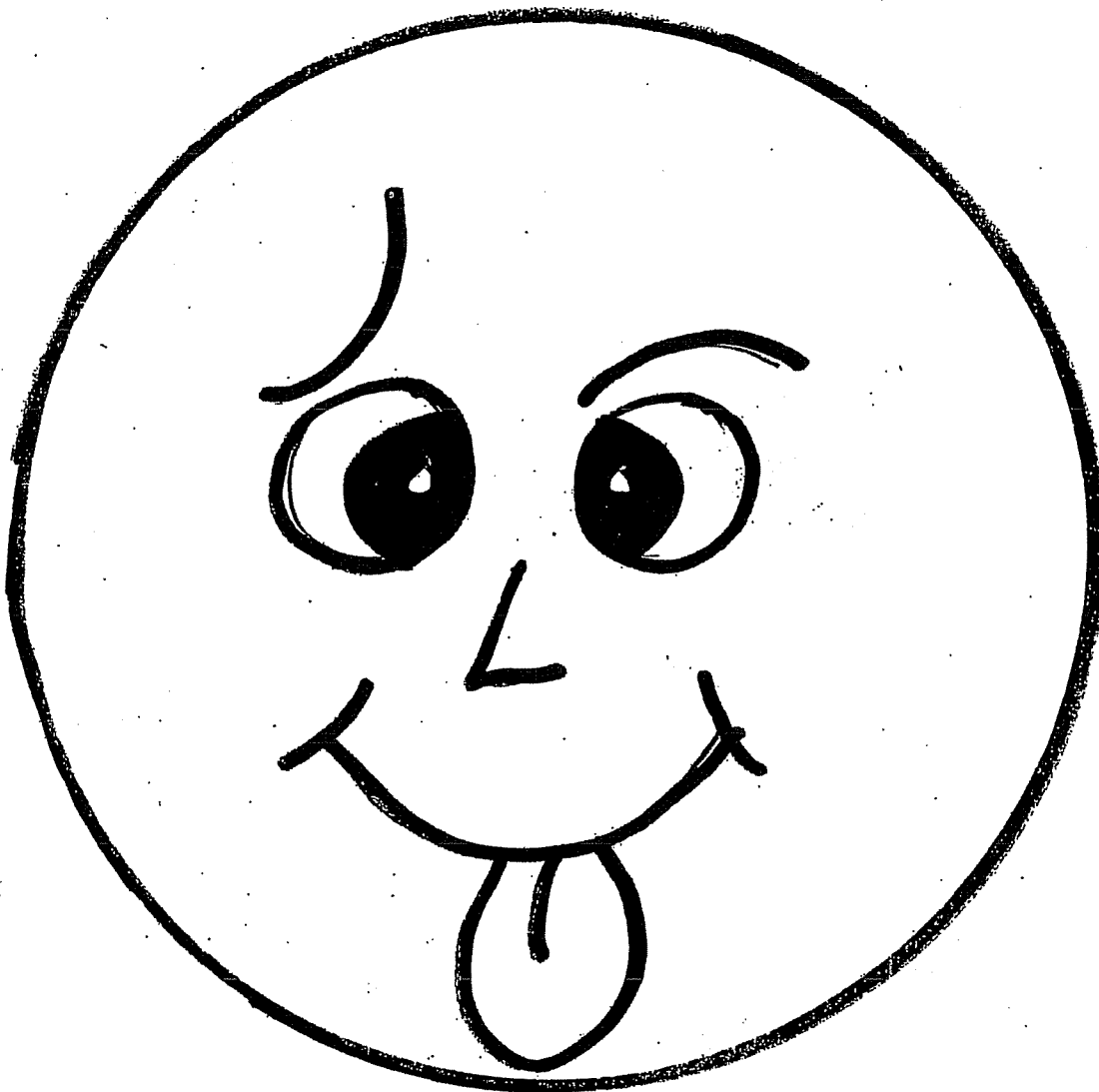


**SOMETIMES I FEEL
HAPPY**



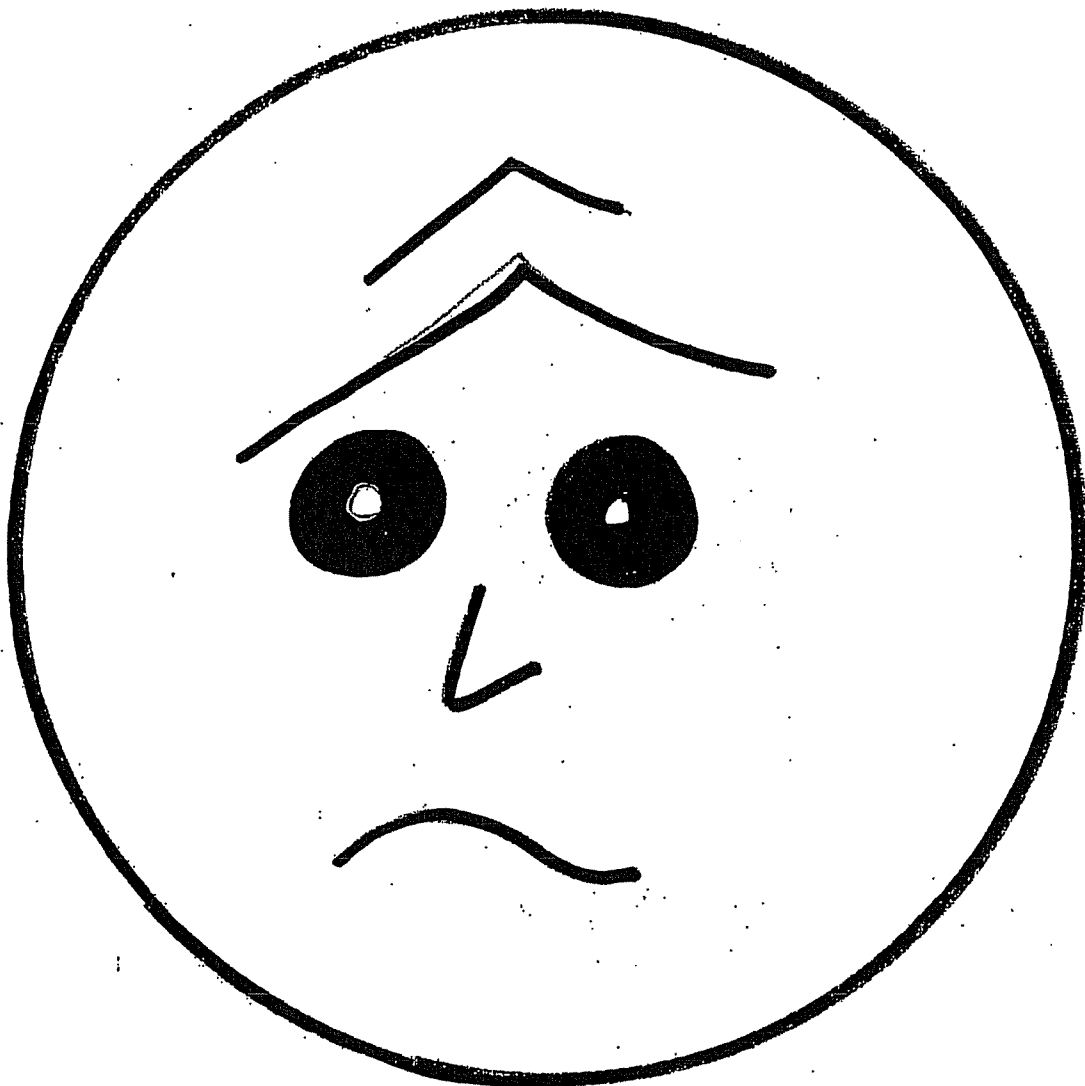
What makes you feel happy?

SOMETIMES I FEEL Silly



What makes you feel silly?

**SOMETIMES I FEEL
GUILTY**



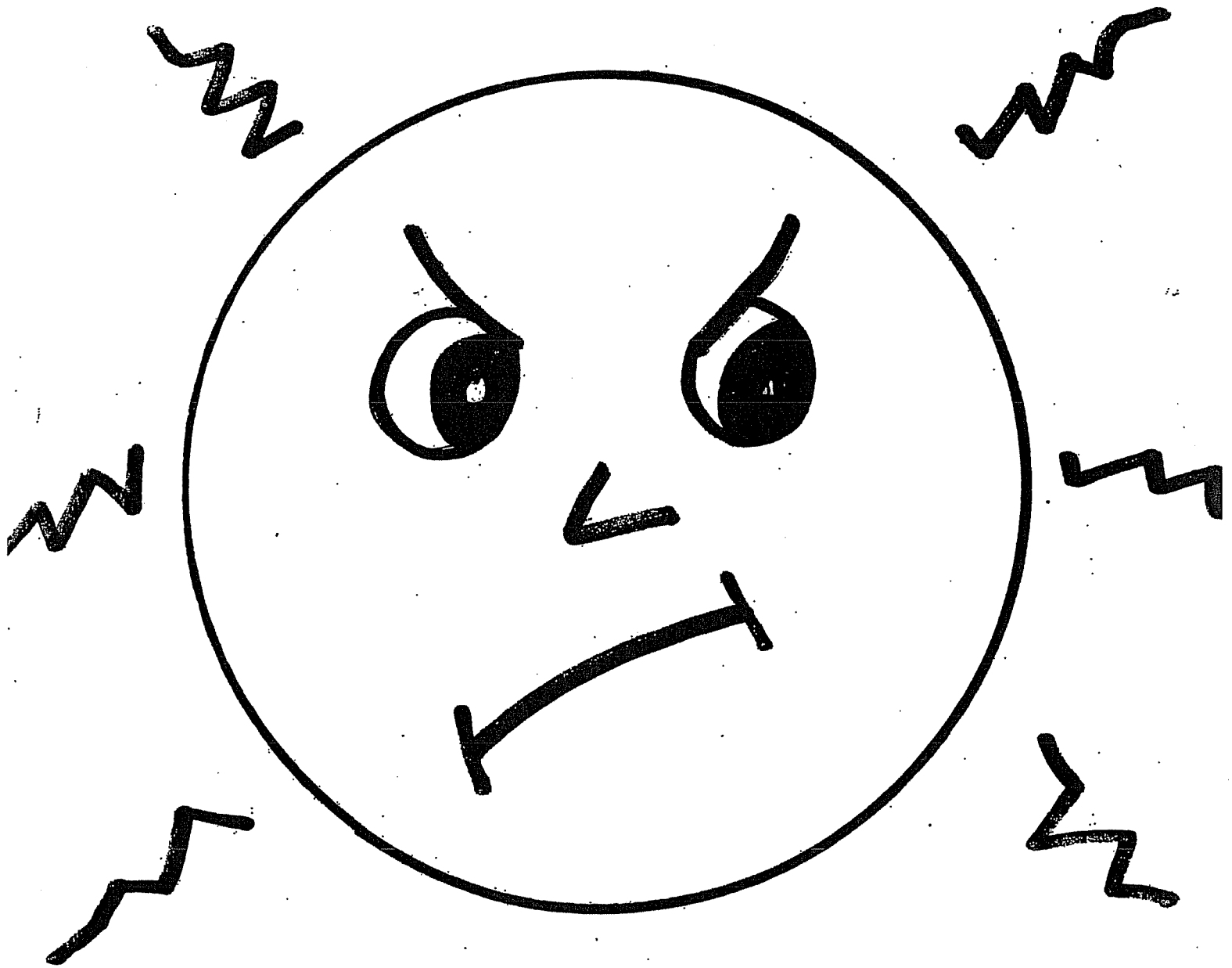
What makes you feel guilty?

**SOMETIMES I FEEL
SAD**



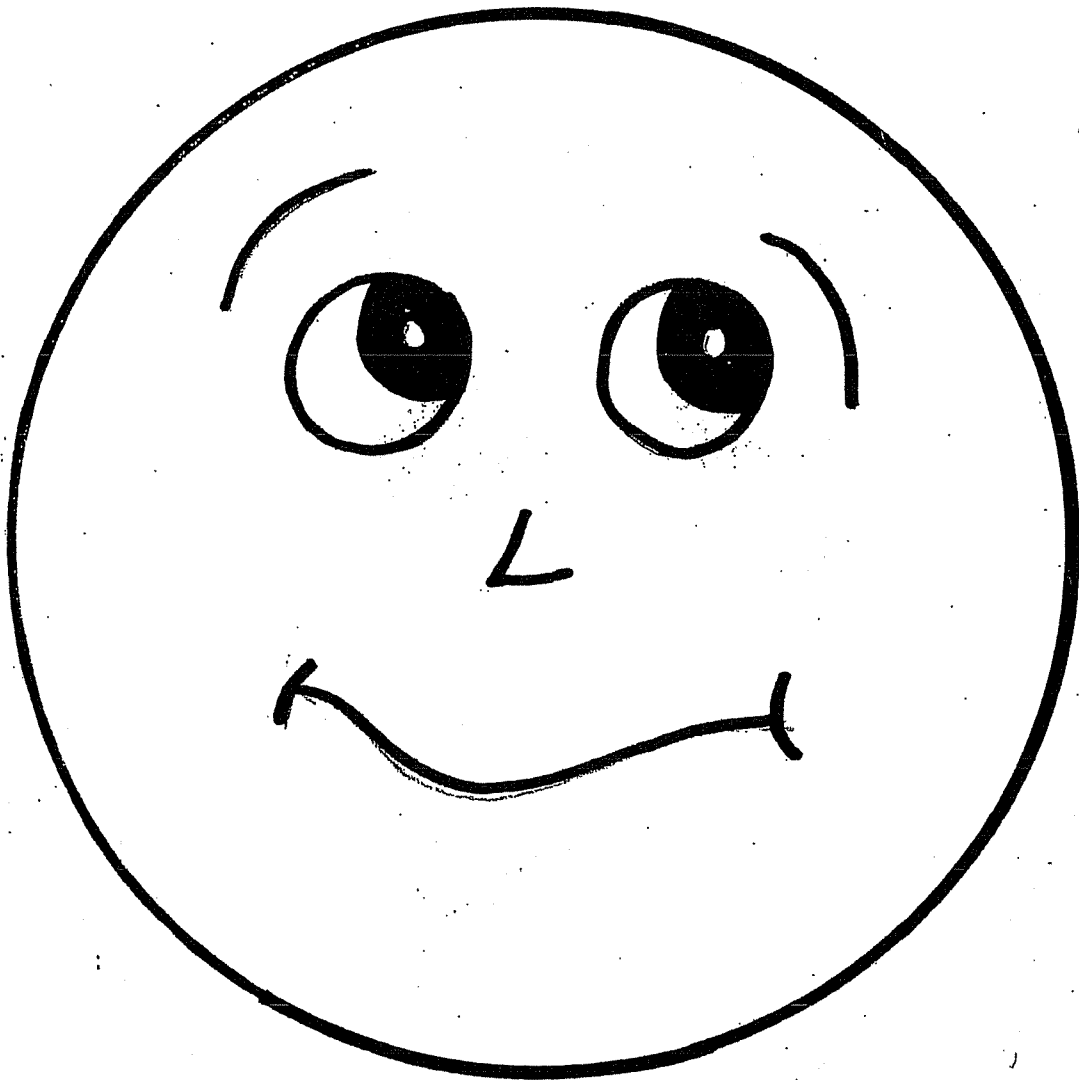
What makes you feel sad?

**SOMETIMES I FEEL
ANGRY**



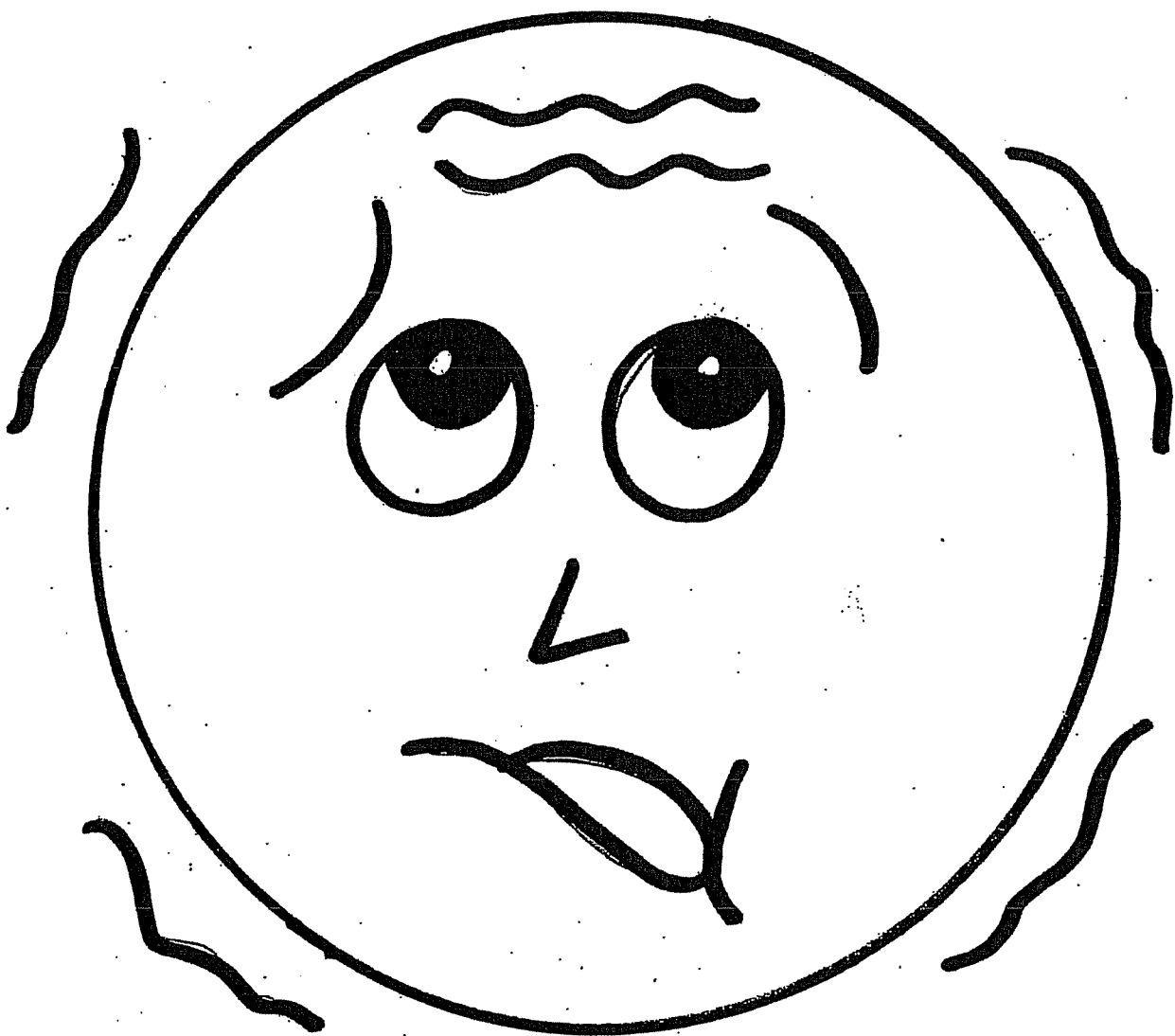
What makes you feel angry?

**SOMETIMES I FEEL
RELAXED**



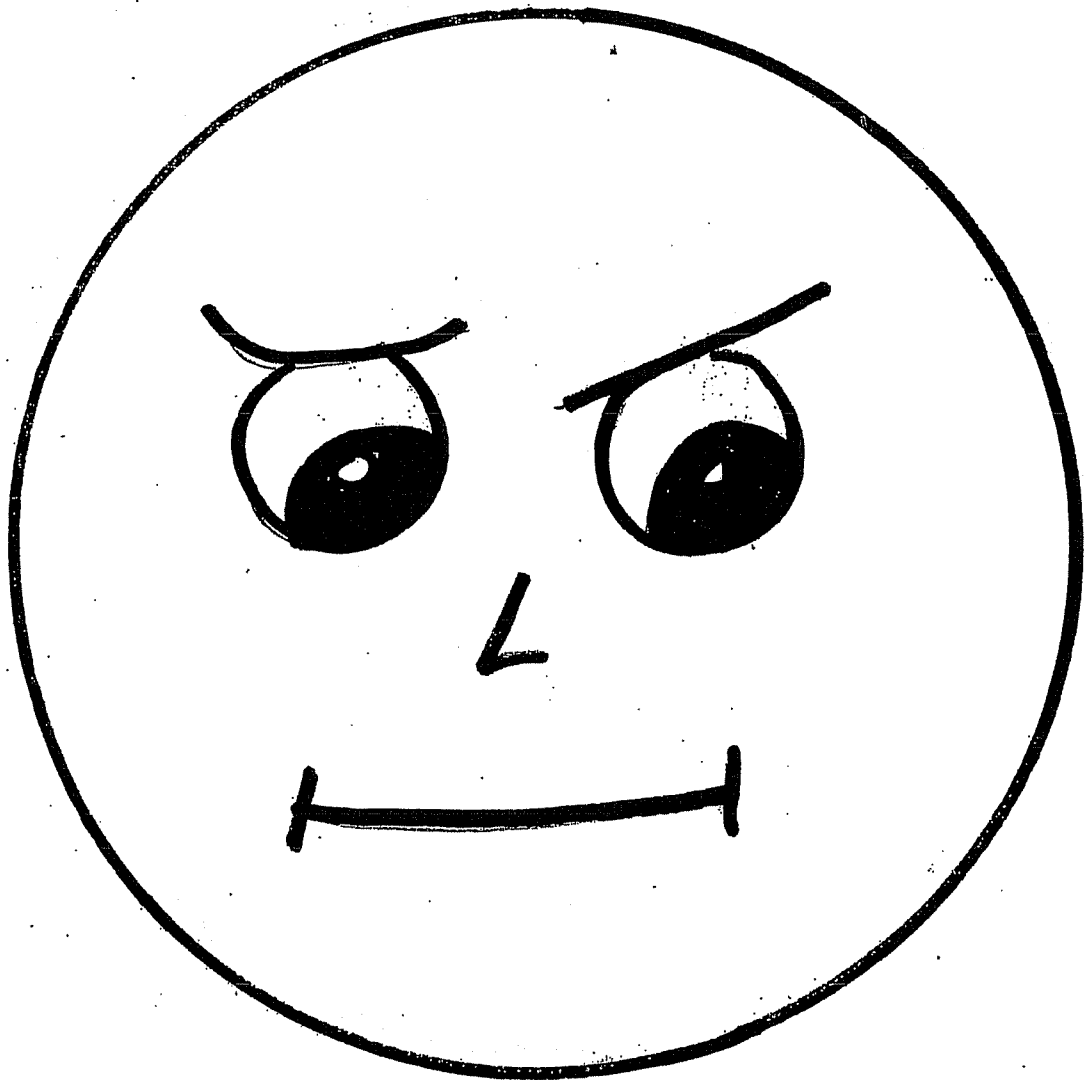
What makes you feel relaxed?

SOMETIMES I FEEL SCARED



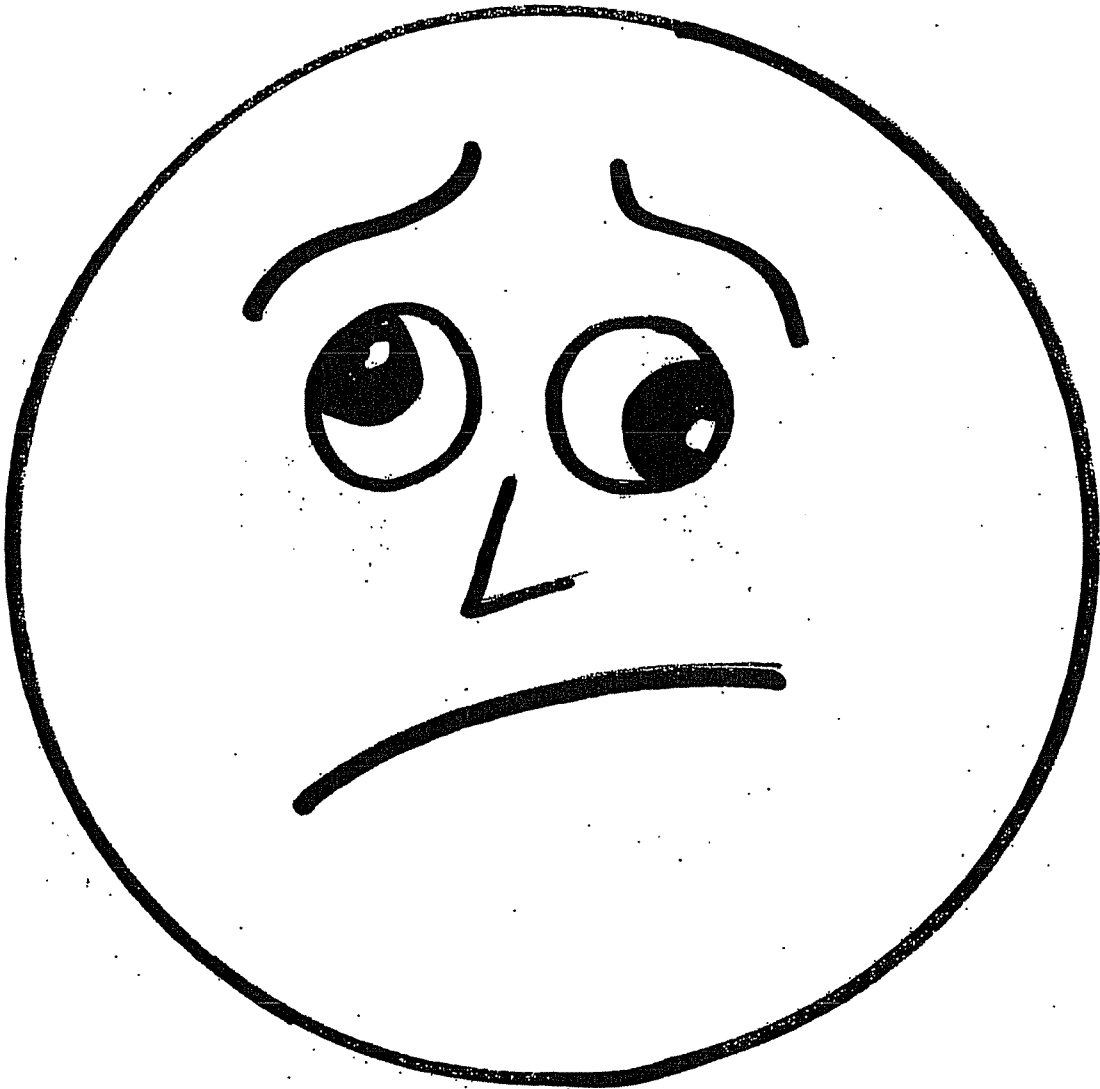
What makes you feel scared?

**SOMETIMES I FEEL
STRONG**



What makes you feel strong?

**SOMETIMES I FEEL
CONFUSED**



**What makes you feel
confused?**

Session 3: Personal Power!

Supplies:

- "Power Flower" - worksheets
- "It's Assertive To..." - activity guide
- "It's Assertive to Say What You Like and Don't Like" - worksheets

Implement:

Personal Power: (5 minutes)

- Tell students that you want them to think back over what they've learned about self-esteem, and feelings. Tell them today you are going to add something to all of that knowledge - something that's sort of the same and sort of different. Tell them that today they are going to learn about what personal power!
- Ask students if they think they have personal power over their feelings... over their self-esteem...
- Tell students that yes, in fact they can have personal power over these things however it takes effort and practice. Tell them that feeling good about themselves takes practice and that one way we practice feeling good about ourselves is by telling ourselves that we are good at certain things, that we have good qualities, etc...
- Tell students that when we tell ourselves nice things about ourselves, these are called "affirmations".

Power Flower: (10 minutes)

- Give each student a "Power Flower" worksheet and have them write an affirmation on each petal to themselves. Tell them it can say something like "You are very smart", "You are nice", "You are good at soccer", etc.

Passive, Aggressive, Assertive: (10 minutes)

- Tell students that another part of personal power is being able to tell people how they are feeling without losing control.
- Tell students that there are 3 ways that we tell people how we are feeling.
- Tell them that the first way is called being "Passive" and that when we are passive, we don't say what we want or express how we feel. Tell them that when we are passive, let other people take away our personal power.

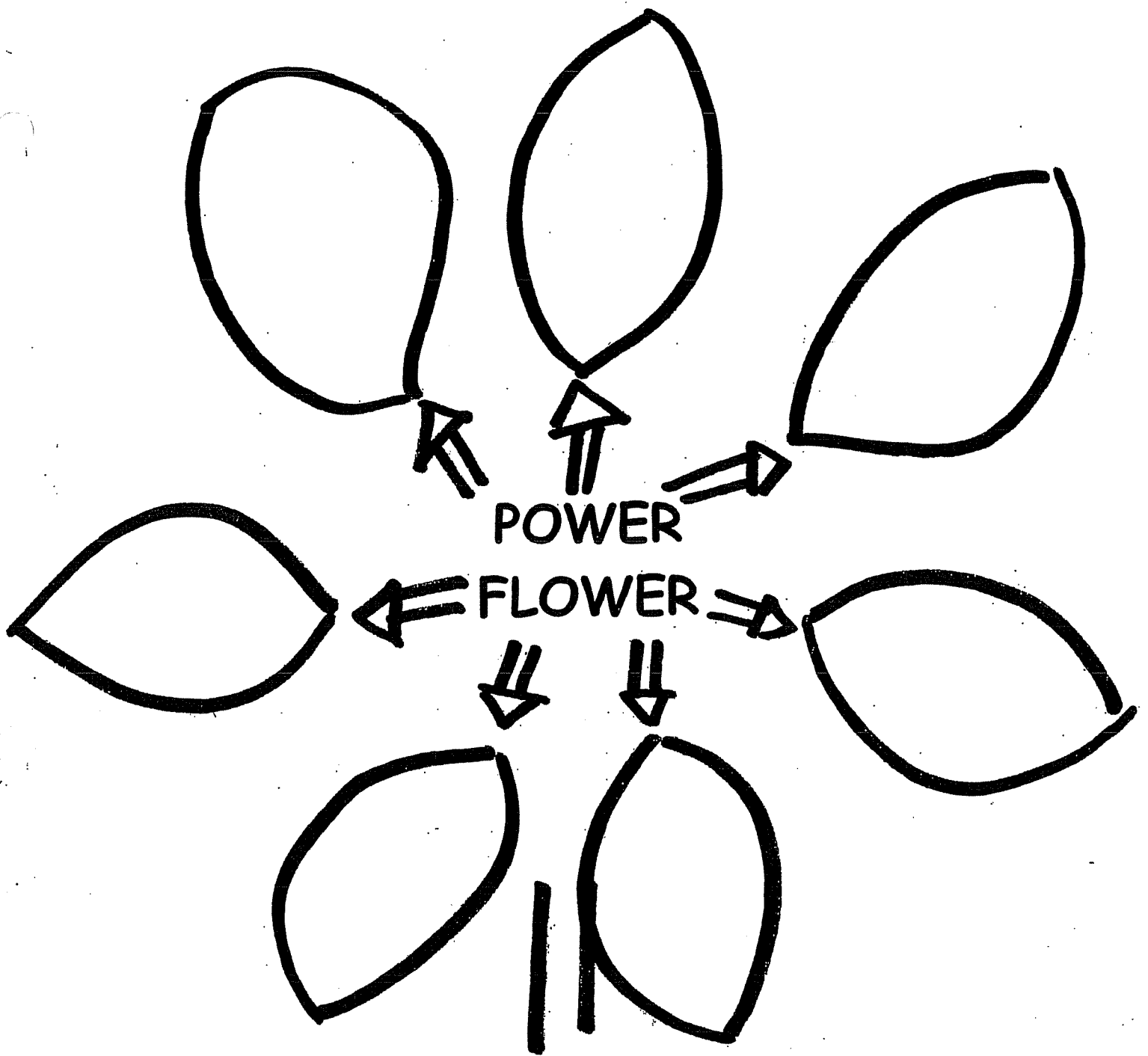
- Tell them that the second way we tell people how we are feeling is by being "aggressive". When we are aggressive, we yell or hit to force others to see how we are feeling. When we are aggressive we are trying to force someone to do something they don't want to do and we are taking away their personal power.
- Tell them that the third way that we tell others how we are feeling, is by being "assertive". Tell students that being assertive means being able to say what we want and express how we feel without hurting others. Tell them that when we are assertive we keep our personal power and we also let those around us keep theirs personal power as well.

Is It Assertive To...: (10 minutes)

- Go through the "Is It Assertive to..." checklist with students using the thumbs-up, thumbs-down method to make sure they understand the concept.

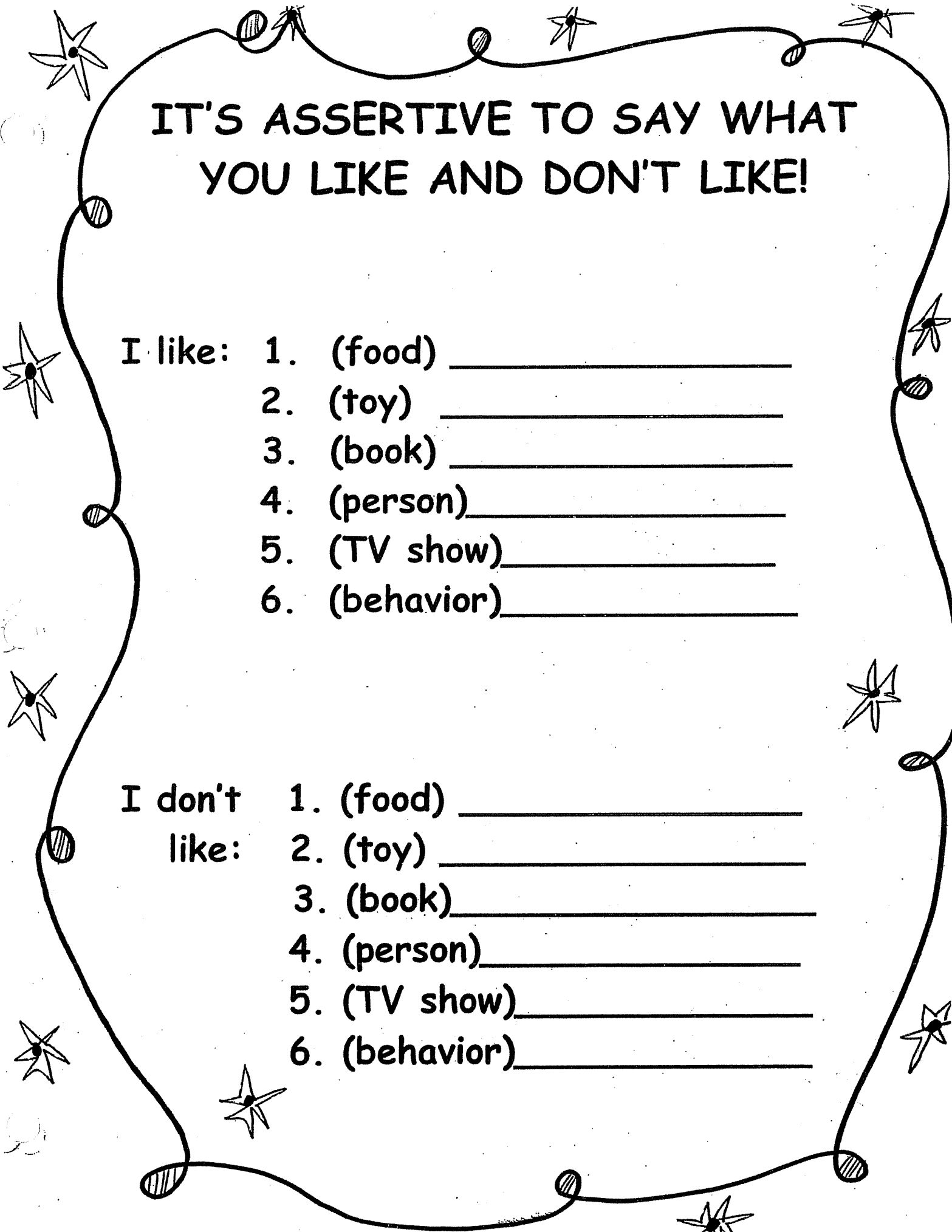
It's Assertive to Say What You Like: (10 minutes)

- Next, introduce them to the idea that it is assertive to be able to say what you like and don't like. Have them pair-up and interview each other using the "It's Assertive to Say What You Like and Don't Like" worksheet. Make sure that students are "SAYING" what they like and don't like. This exercise is for them to practice this exact skill!



Create a personal power flower.
Write an affirmation in each petal.





IT'S ASSERTIVE TO SAY WHAT YOU LIKE AND DON'T LIKE!

I like:

1. (food) _____
2. (toy) _____
3. (book) _____
4. (person) _____
5. (TV show) _____
6. (behavior) _____

I don't
like:

1. (food) _____
2. (toy) _____
3. (book) _____
4. (person) _____
5. (TV show) _____
6. (behavior) _____



IS IT ASSERTIVE TO...

1. Say "I feel sad"

___Yes ___No

2. Kick the dog

___Yes ___No

3. Hit back when you're hit

___Yes ___No

4. Let others put you down

___Yes ___No

5. Say "I feel scared"

___Yes ___No

6. Call a kid "stupid"

___Yes ___No

7. Yell at your Mom

___Yes ___No

8. Push your friend down

___Yes ___No

9. Say "I want to be your friend" ___Yes ___No

10. Give your favorite toy to
someone who threatens you ___Yes ___No

Session 4: Making Choices

Supplies:

- "Making Choices" - activity guide
- "Every Choice Has a Consequence" - index cards with each statement from activity guide written on one-side
- "Is it Revenge or Self-Defense?" - activity guide
- "Hope and Wishes" - double-sided worksheet
- Blank index cards for evaluations.

Implement:

Making Choices:

- Tell students that today they are going to focus on making good choices.
- Tell them that they are going to do a short activity just to get them thinking about all of the choices they make all day long. Use the "Making Choices" activity guide to ask students to vote for their favorite choices. You can tally the answers on the board and discuss how students voted at the end or just talk about each question as you go along. The goal is to have a few volunteers illustrate for the group the reasons why they made certain choices. (5 minutes)

Every Choice Has a Consequence:

- Introduce students to the idea of consequences. Tell them that a consequence is like a result - it is something that happens in response to something else that has happened. Ask students if they can think of any examples of consequences.
- Have students pair-up. Give each pair an index card with one of the statements written on it from the "Every Choice Has a Consequence" activity guide.
- Ask each pair to think of the possible consequence(s) to the action listed on the card.
- After each pair has discussed their ideas with one another, have all or some of the groups share their answers.
- Reiterate that when we choose to express our feelings in safe and healthy ways, the results OR CONSEQUENCES, are usually positive. However if we choose to express our feelings in harmful ways, the consequences are usually negative.

- Remind students that they have the personal power to be assertive rather than passive or aggressive when making decisions and choices. (15 minutes)

Is It Revenge or Self-Defense:

- Tell students that even though it is best to be assertive, sometimes they might have to be aggressive. Ask them if they can think of any times when they might NEED to be aggressive.
- Emphasize that the difference between revenge and self-defense is that you use self-defense to keep you safe from harm - physically or emotionally. However revenge, is when you seek out to harm someone else because they have harmed you recently or in the past. Tell students that self-defense is like a reaction - someone is hurting you and you have to do something in response to make them stop; but that revenge on the other hand, is when someone does something to you and you do something to get back at them - maybe they have hurt you, but you don't HAVE to hurt them to get them to stop...
- Tell students that they are going to do a little activity to make sure that they understand the difference.
- Using the "Is It Revenge or Self-Defense" activity guide, ask students to give you a "thumbs-up" or a "thumbs-down" after you read each statement to them. Ask that they give you a "thumbs-up" for self-defense and a "thumbs-down" for revenge.
- Ask a few students to explain their answers throughout the exercise. (10 minutes)

Hope and Wishes:

- Give each student a double-sided "Hope and Wishes" worksheet.
- Emphasize to students that making good choices means thinking about the future.
- Ask students to either write a story about HOPE on the hope side of their sheet or write 3 wishes for the world on the other side after they have finished filling out their "evaluation" index card.
- On the index card have students write one thing they learned this week, one thing they enjoyed doing, and one thing they didn't like doing very much (5 minutes)



MAKING CHOICES

1. You are given your choice of meals.
Which one would you choose?
☐ Pizza
☐ Chicken
☐ Spaghetti
2. Your Mom and Dad are fighting and you become frightened. Which would you choose to do?
☐ Make them stop
☐ Use your safety plan
☐ Turn up the TV
3. You can go anywhere you want to tomorrow.
Where would you choose to go?
☐ To the movies
☐ To a friend's house
☐ To the mall
4. You want to go to a friend's house and your parents say no. What would you choose to do?
☐ Throw a tantrum
☐ Say how I feel
☐ Say it doesn't matter anyway

EVERY CHOICE HAS A CONSEQUENCE

When you choose to express your feelings in safe, healthy ways, the results- the consequences- can be positive. But when you choose to express yourself in harmful ways, the consequences are usually negative.

What are the consequences if you choose to...

Write in your journal when you feel angry?

Hit someone when you get mad?

Exercise when you feel worried?

Cry when you feel sad?

Throw something at your mom when she gets on you nerves?

Use profanity (bad words) when you feel mad?

Draw and paint to express your feelings?

Write poetry when you feel blue?

Kick your dog when you feel upset?

Punch a punching bag when angry energy builds up?

Turn your desk over when you get mad at school?

Scream in a pillow when you feel frustrated?

Sing loudly (when no one is around) when you feel angry?

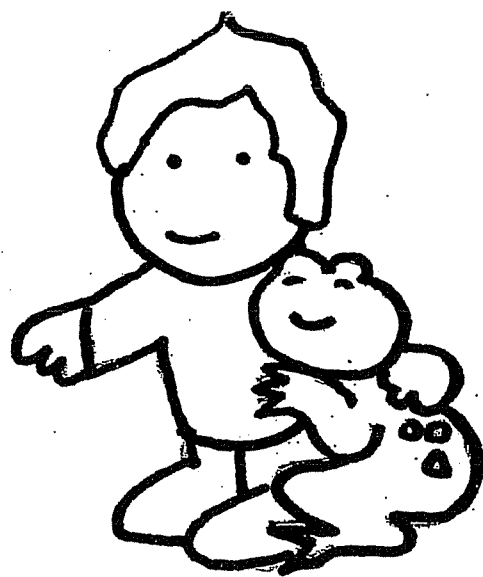
Talk to someone when you feel confused?



IS IT REVENGE OR SELF-DEFENSE

1. Someone hits you and you hit them back...
2. Someone calls you a name and you tell them to stop it, you don't like it...
3. Someone takes your homework and you tell the teacher...
4. Someone gossips about you and you call them a name...
5. Someone grabs you and you struggle to be free...
6. Someone cusses at you and you cuss back...
7. Someone pushes you down and you push them back...

Hope means
believing things
can get better.
Write a story
about HOPE.

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.